TEACHERS' STRATEGIES AND CHALLENGES IN TEACHING ENGLISH AT MARITIME HIGH SCHOOL

THESIS

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Teachers' Strategies and Challenges in Teaching English at Maritime High School

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buatdengan sesungguhnya.

Banda Aceh, 30 November 2021
Saya yang membuat surat pernyataan,

Yasmin Faradisa

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ABSTRACT

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This research is intended to explore the teachers' strategies and challenges in teaching English for Maritime to students of Nautical Fishing Vessel program at SMKN 4 Banda Aceh. The research method adopted by the researcher is qualitative. The data are taken from non-participant observation in the teaching and learning process, interview with a teacher and two students, and documentation. The result of this research showed that the strategies used by the teacher in teaching English for Maritime are (1) applying contextual learning, (2) memorizing vocabulary, (3) utilizing dialogue and role play, and (4) optimizing motivational strategy. While the challenges faced by the teacher in teaching English for Maritime are (1) lack of students' ability in mastering vocabulary, (2) lack of students' discipline and motivation, (3) unsystematic and un-formatted lesson plan, (4) and teacher's background as a non-English teacher. Based on the findings above, this research offers several suggestions to cope the challenges faced by the teacher. The teacher should evaluate the process of planning and implementation of the teaching and learning regularly, develop systematic lesson plan, and utilize more appropriate strategies, and develop basic English skill.

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CHAPTER 1

INTRODUCTION

This thesis is concerned with teachers' strategies and challenges in teaching English at Maritime High School. The first part of this chapter explains the background of this research and the problem statement of the research. The next part is the research question, research aim, significance of this research, research terminology, and limitation of study.

A. Background of the Study

The study of English continues to occupy an important place in the educational policies. In Indonesia, English is taught as a foreign language and legally taught as a compulsory subject through primary level, secondary level and it is also offered as a general course at the tertiary level (Dewi, 2015). In the secondary level, it is applied on two conventions. First, teaching English as a foreign language, which comprises four language skills and two language components, as known as General English. Second, English is taught to students who have specific objectives to allow them to understand English written text or spoken in their particular field of study, this is known as English for Specific Purposes (Dewi, 2015).

The instruction of English for Specific Purposes (ESP) has long been designed, fulfilled, and evaluated to meet the burgeoning proficient and the academiccommunication needs (Widodo, 2016). Widodo (2016) mentioned that:

> The role of English as a medium of vocational communication helps students understand their vocational content, build and developed their vocational knowledge and skills, communicate their vocational expertise and perform specialist, and develop their disciplinary language. (p. 280)

This type of English learning is suitable to use in vocational school as a language teaching. Vocational High School (VHS) also known as *Sekolah Menengah Kejuruan* (SMK) in Indonesia is categorized as secondary education. Dewi (2015) in her study stated Vocational High School is concerned with education and training program at specified field or competence. Thus, to be able to meet the learning needs of English for vocational high school students, the specific English learning become an appropriate approach that be able to unify the particular learners, as stated by Syakur et al (2020) "studying English is an essential asset for vocational education students to face the various challenges in their professional world and support their career in the future" (p. 725).

There are many differences between teaching English in vocational high school and teaching English in general senior high schools. Teaching English in vocational high school must refer to specific discipline or particular communicative context, which is accordance with vocational field of the vocational school. The considerations are curriculum, management of classroom, management of material, management of activity and time, and management of learning resource (Muliyah & Aminatun, 2020).

Teacher plays vital roles in the lives of students in the classroom and make the learning process run well (Ustadzah, 2019). Ustadzah (2019) in her research

argued that performance of teacher is one of the internal factors that highly affects the teaching and learning quality. Moreover, Ustadzah (2019) stated to establish a good and conducive learning in classroom can be achieved by assisting teacher's performance with integrating as many strategies as possible. It is expected that ESP should be teach by teacher who are expert in a specific major who has high proficiency in English, which could guarantee that an ESP teacher helps students with both technical content of a course and language issues (Widodo, 2016). furthermore, to be a good ESP instructor, a language instructor or teacher should have a natural desire to keep up the newest discovery in science and technology (Asmin&Palopo, 2019).

In Indonesia, especially in Aceh, most of English language learning in VHS is still leaning towards general English (Fadlia et al, 2020). Asmin & Palopo (2019) in their research found that most teacher applied scientific approach and cooperative learning method in teaching process. Unfortunately, the study also found the implementation of English and the textbook used was the same as high school's contents that inadequate to the vocational students' needs. Thus, the teaching strategy used by the teacher is not able to maximally achieve the specialized aims that are needed by the learners. Even so, there are several VHS with certain skill programs that have general English learning and English lessons related to their fields, as discussed in this study. In the syllabus of English for Specific Purpose, the teaching content directed to the particular language repertoire related to specific learning objectives. Considering the difference of specification that the Vocational High School has, teachers may adopt distinctive

strategies from general English teaching to meet learners' specific goals. The ESP teachers are supposed to possess adequate and sufficient practical experience necessary for imparting the skills to the students through the use of appropriate teaching strategy which covers the planning, teaching activity, and assessment (Asmin, 2019).

A previous study conducted by Apriyandini (2016) showed there are several strategies used by teacher who teach English at vocational high school, as follows; 1) individual assistance to support the students who found difficulties, 2) motivational strategy to get students attendance and motivation to learn the subject, 3) questioning strategies used to build students' knowledge and to recall their previous memory, and 4) language repertoire used to make students understand the materials context (Apriyandini, 2016). Furthermore, previous study conducted by Purwanti (2018), found out in the teaching and learning process, teachers at Vocational High School might find some challenges such as; course design, teachers, objectives, approaches and assessments.

There are several Vocational High Schools in Banda Aceh with various programs of expertise. One of them is SMKN 4 Banda Aceh, a Vocational School in Banda Aceh that has an English for Specific Purposes subject. The Vocational High School provides several expertise program and competency related to maritime and shipping, namely Nautical of Fishing Vessel and Fishing Vessel Engineering. Basically, SMKN 4 Banda Aceh is also known as Maritime Vocational High School. In the Nautical of Fishing Vessel department, there is English for Maritime subject. English for Maritime or Maritime English is a kind

of teaching English based English for specific purposes. The subject is expected to improve students' English proficiency which can be used by students in nautical technic.

Based on the explanation and the previous study above, this research focused on the strategies in teaching English for Maritime as an implementation of English for Specific Purpose. There is still little research that explore teaching and learning process of English for Maritime in Vocational High School. Then, this research also identified the challenges faced by the teacher in teaching English for Maritime to the students of Nautical Fishing Vessel program at SMKN 4 Banda Aceh, a Maritime Vocational High School in Banda Aceh.

B. Research Questions

To address the problem, this study was guided by the following research questions:

1. What are the teacher's strategies in teaching English for Maritime to students of Nautical Fishing Vessel program at SMKN 4 Banda Aceh?
2. What are the challenges faced by the teacher in teaching English for Maritime to students of Nautical Fishing Vessel program at SMKN 4 Banda Aceh?

C. Research Aims

Related to the research question above, the objectives of this study are:

1. To explore the teacher's strategies in teaching English for Maritime to students of Nautical Fishing Vessel program at SMKN 4 Banda Aceh.
2. To discover the challenges faced by the teacher in teaching English for Maritime to students of Nautical Fishing Vessel program at SMKN 4 Banda Aceh.

D. Significance of the Study

The result of the research was expected to give some significances for:

1. For teacher

   The researcher expects that the result of the research will be useful for teachers who teach English at Vocational High School in implementing appropriate strategies in teaching English for Specific Purpose, especially English for Maritime, then designing teaching-learning activity, determining method, selecting and developing material, etc.

2. For the school

   This research is supposed to provide a report and references for the Vocational High School as a suggestion to develop specific English learning that support the specified learning objective as the students need, and increase the insight of English for Specific Purposes in language learning process.

3. For the future researcher

The result of this research is supposed to be a reference on analyzing, implementing, evaluating, and developing the English Teaching and learning based on English for Specific Purposes characteristics.

E. Research Terminologies

In order to make the detail information about the keys that are related to the topic in the research, then the information is stated below:

1. Teaching strategy

Teaching strategy is a general description of learning that includes the structure, outline of planning, and the objective of teaching needed to implement the strategy (Utami, 2020). In this study, the strategy refers to the way of delivering material and teaching-learning activities in English for Maritime Class.

2. Challenge

Challenge is defined as something that examine strength, skill, or ability (Pasutri, 2020). In this study, challenge refers to difficulties faced by a teacher in teaching and learning process of English for Maritime class.

3. Teaching English

Teaching English in this study refers to teaching English for Maritime which is applied based on the concept of English for Specific Purpose. Hutchinson and Waters (1987) stated English for Specific Purpose

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is teaching English that is relevant with the students' specific area. In line with the English for Specific Purpose definition, the English for Maritime teaching tries to facilitate students in learning English to support students of SMKN 4 Banda Aceh in maritime area.

4. Maritime High School

The Maritime High School in this study refers to a Maritime Vocational High School, namely SMKN 4 Banda Aceh that has Nautical of Fishing Vessel major and implement English for Maritime subject as a specific English Teaching. Based on Ministry of National Education (2003), "Vocational High School is the implementation of formal education carried out at the secondary level with various programs of expertise" (as cited in Suharno et al., 2020, p. 2). Consequently, subjects transferred in the program are supposed to fulfil the students' expectation for their enrolment in the program, including teaching a specified English.

F. Limitation of the Study

This research is focused to find out the teacher's strategies and teacher's challenges in teaching English for Maritime at first grade students of Nautical Fishing Vessel major at SMKN 4 Banda Aceh.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the theory and literature related to this research and review the previous study. It explains the explanation the definition and component of teaching strategy, the definition and the characteristics of English for Specific Purpose (ESP) and the problem in teaching English for Specific Purpose, and the explanation of English for Maritime as the implementation of ESP.

A. Teaching Strategy

1. Definition and Components of Teaching Strategy

Strategy is a guide in taking steps to achieve the specific goal (Yani, 2016). In English teaching and learning context, there are some definitions of strategy. Brown (2007) mentioned that "strategies are those specific attacks that we can make on a given problem, and that vary considerably within each individual" (p.20). Moreover, Franzoni & Assar (2009) stated teaching strategy is the elements given by teachers to students to facilitate a deeper understanding of the information and knowledge.The teaching strategy will influence outcomes of the students, whether positive or negative. According to Allen (2002), the effectiveness of teaching strategy helps students in engaging in the learning, build critical thinking skill, and keep them on task. Miswar (2020) stated teaching strategy is a way to make decisions about a subject, a

single class, even the whole curriculum, starting with analysis an analysis of key variables in classroom setting. These variables include learner characteristics, learning goals, and teachers' educational preferences. After analyzing these variables, teacher can make informed decisions about course content, structure, evaluation method, and other main components. Moreover, Cooney (1976) added that teaching strategy is a method, plan, or set of activities aimed at achieving a particular educational goal.

According to Bahri and Zain (1997), strategies in learning activities is divided into four basics, as follow:

a. Identifying and determining the specification and qualification of the students' behavior and personality changes as expected.
b. Selecting a teaching-learning approach system based on people's aspirations and views of life.
c. Selecting and determining the most appropriate and effective procedures, methods and techniques of learning, so that the teachers can use it as a guide in carrying out their teaching process.
d. Setting up norms and minimum limit of success criteria and success standard so that teacher can use it as a guide for conducting and assessing the outcomes of teaching and learning activities.

Moreover, teaching strategy is also as the process of responding to learners' needs, experiences and feelings, and performing specific interventions to help them learn specific thing. For the learner, teaching strategy is defined as methods used by students to become familiar with information (Miswar, 2020). In

other words, it is how we get information and apply it to other areas of our lives. Without good and appropriate strategies, it will be difficult for students to obtain and use the information taught in the classroom.

According to Janette (2012)the main elements that enables teaching strategies are teachers, the learners, and a conducive learning environment. Moreover, in Hamruni (2011) there are some components of the teaching and learning strategy:

a. The teacher: Teacher's role is to design the students' environment to match the environment expected by the students in learning process so that the students can achieve the expected learning outcomes (Hamruni, 2011).
b. The learner: Learner is a component that carries out learning activities to develop the real potential competence to achieve the learning goals (Hamruni, 2011).
c. The objective: Objective is a basic foundation for determining the strategies, learning materials, media, and the evaluation (Miswar, 2020).
d. Learning material: A medium that are systematically and dynamically arranged in response to the direction and development progress and the demands of society for achieving objective (Miswar, 2020).
e. Learning activity: In deciding learning strategies need to formulate components of learning activities in according to the standard learning process (Miswar, 2020).

f. Method of teaching: The teaching method is a way of achieving the required learning goals (Miswar, 2020).
g. Media of learning: Media or learning tool can be used to achieve the objective of learning (Miswar, 2020).
h. Source of learning: The source of learning is all that can be used as references where materials of learning can be gained (Miswar, 2020).
i. Evaluation: Evaluation is a component used to determine if the goals have been achieved or not (Miswar, 2020).
j. Environment: Consists of classroom and all the educational features, as well as a threat-free classroom environment required to plan and implement all teaching strategies and learning activities. It will influence teachers in determining teaching and learning strategies (Miswar, 2020).

Teacher as the manager of a learning activity in the classroom will determine the success of the learning process. Therefore, in planning and implementing learning, teachers are required to master the components of teaching strategies which include objectives, learning materials, learning activities, methods, media, learning resources and evaluation so that the objectives of learning effectively and efficiently can be achieved.

2. Strategy in Teaching English

Jordan and Herrel (2012) stated that teaching strategy is important for English teacher to understand the key methods needed to customize the lessons and assessment to meet the unique needs of students. English learners can acquire

a comprehensive language and content if they give the appropriate scaffolding and evaluated to demonstrated their understanding and knowledge.

Moreover, Handayani (2019) argued the strategy of teaching English refers to the structures, systems, methods, techniques, procedures and processes that teachers use during class. Teachers are responsible for determining the appropriate strategy for students to use based on their needs. According to Pramono (2012), there are four considerations of teaching English those are:

a. The material should match the interests and abilities of the students.
b. Provision should be made in timetable for instruction at frequent interval.
c. The English lesson must not be a special feature on one or twice a week.
d. Students must have opportunities to practice their skill in every meeting.

It is essential and decisive qualifications or whether or not to be an educator, due to the learning process requires art, expertise, and knowledge to deliver materials to students based on goals, efficiency, and effectiveness. There are types of teaching strategy by Cox (2015):

a. Expository strategy

Expository strategy is particularly direct instruction. Teacher gives a lecture in front of the class and the students take notes. When students discover information on their own, unessential information may distract and confuse the students (Miswar, 2020). There are some learning methods use in this strategy, as follows:

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1) Method of demonstration

It is a way of delivering materials by demonstrating learners a particular process, situation, or object during learning, whether actual or imitation by oral. So, the teacher demonstrates what is being learned to the students (Miswar, 2020).

2) Socio-Drama

This method essentially dramatizes behavior in relation to social problems. In the learning process, the teacher gives an explanation by dramatizing the behavior to give an example to the students. Expository teaching usually provides an overview and summary of the topic before establishing more specific information and details. Expository strategy prepares what the students are going to do. By moving from general to particular, students can understand the progressively specified explanations of information and associate those explanations with the previous information. It makes expository strategy as one of the most common teaching strategies. Educators believe if all of the information need to know by student is putted out before student, the student will learn new concept and ideas better (Miswar, 2020).

b. Inquiry strategy

Inquiry strategy is the transmission of scientific inquiry as content by providing a context for the teaching and learning scientific practice. Teaching inquiry strategy is a sets of learning process that assert analytical and critical thinking process to find out their own acknowledge from asked problem. There

are several things that become the main strategy of inquiry strategy (Miswar, 2020):

1) Emphasize the maximum student activity to search and to find meaning that the inquiry strategy places the learners as the learning object.
2) If materials of the lesson to be taught are not in the form and or concept that has been finished, but a conclusion that needs proof.
3) If the learning process departs from the learner's curiosity about an information.
4) If the instructor or teacher will teach students on average have the will and ability to think, inquiry strategy is not effective for students who lack the ability to think.
5) If it not too many students who learn so that can be controlled by the teacher.
6) If the instructor or teacher has sufficient time to use a student-centered approach.
7) Inquiry strategy emphasizes learners' intellectual development. It uses some relevant methods, including:
   a) Discussion method

      It is a method to manage the instruction by delivering material through problem-solving. Teacher give an issue to students, then they discuss the issue, so that they become active (Miswar, 2020).

   b) Method of assigning tasks

It is a method to teach and present materials through students' work. The teacher gives the students tasks that the students do to become active (Miswar, 2020).

c) Question and answer method

This is primarily a method of presenting materials in the form of questions that teacher needs to answer the students, as well as the students need to answer the teacher. Teacher gives the students time to ask the teacher about the learning materials (Miswar, 2020).

d) Role play

Students pretend to be in different social situations and pretend to have different social roles. In role-playing activities, teacher provides students with information about who they are, what they think and what they feel. In this way, the teacher can tell the students that what they are trying to do. (Miswar, 2020).

c. Contextual teaching-learning

The contextual teaching and learning are about creating significant learning to learners by associating it to the real world. It leverages the diverse skills, interests and experiences of the students also integrates what they learn and how they will evaluate. In other words, contextual teaching is a concept of learning that helps teacher connects learning materials to the students' real-life situation and encourages students to connect knowledge and application in

students' daily lives. There are some characteristics of contextual learning (Miswar, 2020):

1) The learning takes place in real context
2) The learning gives students the opportunity to perform meaningful task
3) The learning is done through group work and discussion, mutual correction between friends in group
4) The learning provides a chance to create a sense of unity, working together and deeply understanding each other.
5) The learning is positive, active, creative and productive with an emphasis on cooperation
6) The learning is done in a fun situation

When teaching English, it is better to know the types of English strategies, as different methods affect a students' learning process. Different priorities can be set according to the needs of the students. Therefore, various teaching strategies have been proposed and applied to language course to help teachers and students achieve learning their objective (Handayani, 2019).

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B. English for Specific Purposes (ESP)

1. Definition and Characteristics of English for Specific Purposes

English for Specific Purposes (ESP) evolved in the 1960s as kind of English language teaching also for economic development needs of the various countries in the world (Ashujaa, 2011). English for Specific Purposes is separated

into two branches: English for Academic Purposes (EAP), and English for Occupational Purposes (EOP). The EOP was again subdivided into English for Business, English for Legal, English for Medical, etc. so, English for Specific Purposes could be offered both in education and occupation need (Ashujaa, 2011).

ESP refers to the teaching and learning of English for work or study purposes (Ronaldo, 2016). English for Specific Purposes is conducted by analyzing learners' needs which relate to learners' target discipline, work place, and profession. As reinforcement, English for specific purposes is a learner-centred approach that predicts the need to learn about English for the learner. Its objective is to improve the understanding of English learners related to certain concerns such as; technology, management, business, etc (Ronaldo, 2016). English for specific purposes should be based on effective and efficient learning the same as other form of language teaching. Though the learning material content should be difference between English for specific purposes and General English.

The basis of ESP in a simple question: why does this learner need to learn a foreign language? This question raises many other questions. Some are related to the student themselves; some are related to the type of the language they need to use; and some are related to a particular learning context. Below are some characteristics of ESP, as follows (Pramono, 2012):

a) ESP is design to meet specified needs of the learners;
b) ESP is related in content that is in its themes and topics, to particular disciplines, occupations, and activities;
c) ESP learns material not only theoretically, but also practically;

d) ESP is different from general English;

e) ESP may be restricted as to the learning skills to be learned;

f) ESP may not be taught according to any preordained methodology.

In teaching ESP, although the teacher perhaps is not a professional in a specialist area, he still needs to have awareness and feel for a specific vocational area. Bell (2002) stated there are 3C for supporting teacher to develop their knowledge and skill in a specific area:

a) Curiosity: interested in the subject area and want to learn more.

b) Collaboration: seek out subject specialist, show them their work and ask for their feedback.

c) Confidence: it will grow as teacher explore the new subject matter.

Javid (2015) explained that an English for Specific Purpose practitioner has at least five key roles, as follows: 1) a teacher, 2) a designer of the course and provider of material, 3) a collaborator, 4) a researcher, and 5) an evaluator.

Dealing with the explanation above, the researcher concluded that ESP is teaching and learning English to students who study in specific or particular skill. Teaching strategies in English for Specific Purposes more expect to the synchronizing between the language learning and the students' discipline studies. It would be beneficial for their future and carrier.

2. Problem in Teaching English for Specific Purposes

According to Andriani (2015), she categorized some problems in teaching English for Specific Purposes (ESP), they are:

a. Teaching pedagogy

Teaching pedagogy deal with unclear basic theoritical of ESP whether it is considered a tool or a capital of knowledge. Teacher may also trapped in teaching English for General Purposes sometime (Andriani, 2015). Moreover, sometimes students are asked to memorize terminologies in the subject area by the teacher (Andriani, 2015).

b. The teacher

Language teacher may not fully understand the content, they may get difficulty in explaining the content. Subject teachers, on the other hand, may have language problem that prevent them from teaching English for Specific Purposes (Andriani, 2015). Anthony (2011) argued that the best position to teach learners is non-specialist ESP practitioner.

c. The design of the course

There may be too much material to be learn in a short time. The course design should be designed to cover this issue. Hence, before designing a course, authorities must first conduct a needs analysis to find out what the student's goal are (Andriani, 2015). Dudley-Evans & St John (1998) discussed the concept of need analysis, including environmental conditions, learners' personal information, linguistics information about learners, lack of

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learners, learners' needs from course, language learning needs, professional information about learners and how they are communicated to the target situation.

d. Students' ability

Improper timing ESP offered in the beginner level made the students not ready enough for the course and lead them to unsuccessful course (Andriani, 2015). This does not meet the learners' needs to be considered first. Authorities also need to take into account student time and workload. Authorities are encouraged to take over the most important part of the material that meets the needs of ESP course (Andriani, 2015).

e. Students' needs

Learners faced more content-focused ESP issues in reading, vocabulary, writing and grammar issues due to their lack of knowledge of basic language usage. In this context, cultural differences which lead to negative transfers can contribute to the failure of the ESP course. Teachers need to pay attention to pedagogy so that they can help learners succeed in learning ESP (Andriani, 2015).

f. Assessment

Assessment is always regarded as common way to measure students' performance. Several assessment objectives have been identified and can be rephrased as follows: assessment of acquisition of basic skills and knowledge, measurement of progress over time, diagnosis of students' difficulties,

evaluation of teaching methods, evaluation of course effectiveness, motivate students to learn (Septiana, 2012).

There are several practical recommendations for overcoming the problems encountered with ESP. The first thing to consider is need analysis. Through clear need analysis, course designer can design appropriate course specifically designed for learners. The second is the improvement of teaching methods. It should also be placed in a real context so that the learners can absorb the knowledge easily. The students' previous knowledge of basic language usage should also be taken into consideration. For instance, before taking ESP, begin by offering a general English course. Lastly, it encourages to do more research to find out more about how to deal with the problems of teaching ESP (Andriani, 2015).

C. English for Maritime as Implementation of English for Specific Purpose

The English used in the maritime world is called Maritime English. English for Maritime simply defined as the operational language on board ships. Maritime English is considered a strange and difficult subject with its specific terms, which not only is a unit of language but also a movement in the maritime world (Faultfinding & Nicolas, 2019). Ahmed (2013), defined Maritime English as "an entireness of all these methods of the English language in which, being used as a method for communication within the international maritime industry, contribute to the safety of navigation and the facilitation of the seaborne trade" (p.13). However, Demydenko (2012) stated that:

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> According to the point of view of socio-functional linguistics, Maritime English is a professional subsystem of the English language, developed through time on the basis of different language resources to meet the society's needs in the domain of maritime industry. Maritime English is the set of specialized (mainly, technical) sub-languages intermingly among themselves to define the most appropriate manner all material and not-material entities known in maritime affairs. (p. 15)

Statistics of International Maritime Organization (IMO) showed that 70-80% of accidents at sea are caused by communication barriers as a result of poor standards of English for Maritime (Ziarati, 2006). In order to achieve the required standardized of English proficiency, all maritime education and training should adopt the international curriculum issued and legalized for the Standard Training Certification and Watchkeeping for Seafarers (STCW 2010).

As mentioned in STCW 2010, to become competent seafarers, maritime academy graduates are required to have sufficient knowledge of English both written and oral to understand charts, nautical publications, meteorological information, messages regarding ship safety and operations, and adequate skills to communicate with ship and shore station systems and others (IMO, 1995, as cited in Fauziningrum & Nicolas, 2019). Table 2.1 points out the specifications of the minimum capacity standard for officers who monitor vessels of 500 gross tonnage or more for navigational functions at the operational level (IMO, 2010, as cited in Ahmed, 2013).

Table 2.1IMO 2010

Competence	Knowledge, understanding and proficiency	Methods for demonstrating competence	Criteria for evaluating competence
Use the IMO Standard Marine Communication Phrase and use English in written and oral form	*English language* Adequate knowledge of the English language to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship's safety and operation, to communicate with other ships, coast stations and VTS centres and to perform the officer's duties also with a multilingual crew, including the ability to use and understand the IMO Standard Marine Communication Phrases (IMO SMCP)	Examination and assessment of evidence obtained from practical instruction	English language nautical publications and messages relevant to the safety of the ship are correctly interpreted or drafted Communications are clear and understood

According to Brow (2016), Maritime English course aims to make trainees aware of their responsibilities in order to promote understanding and camaraderie on board and to contribute to the maritime safety.Ahmed (2013) stated the difference between maritime English and general English is that in maritime English, the appropriate use of tense, aspects, voice and modality is essential for successful communication on board. Although, general English is used as a universal language for general communication. ESP usually focus on teaching contextual language rather than teaching general grammar and structures of language. In the context of maritime English, learners are trained to apply what they learn the classroom to other relevant subjects and aspects of the studies (Ahmed, 2013).

English for Maritime vocabulary is hardly unique, it is partly a result of ‘shifts’ in meaning (Pettersen, 2010, as cited in Ahmed, 2013). As example: ‘Port’ means artificial harbour in general English and in Maritime English, but ‘Port’ also means the left side of a ship or boat as a specific term in maritime English, so ‘turn 30 degrees to port’ is a specific command to the helmsman of a ship (Ahmed, 2013).

To sum up, maritime English is a specific language used to communicate in all maritime situations. It has been codified by the IMO as standard marine communication phrases. However, general English proficiency should be sufficient to combine with the standard marine communication phrases to get consistent and clear communication at sea.

CHAPTER 3

RESEARCH METHODOLGY

This chapter explains the methodology used in this research in order to answer the research question stated in the first chapter. In this chapter, the author outlines the research design, the research location, the research subject, the source of data, the technique of data collection, and the data analysis.

A. Research Design

In this study, the researcher analyzed teachers' strategies and challenges in teaching English for Maritime at SMKN 4 Banda Aceh. Therefore, the design of this research is case study, while the research method used is qualitative. Case study is defined as "a methodology allowing researchers to do in-depth exploration on an individual or a group of people" (Zulfikar, 2020, p.96). Moreover, Mackey and Gass (2005) stated that "case study generally aims to provide a holistic description of language learning or use within a specific population and setting. …, case studies tend to provide detailed descriptions of specific learners (or sometimes classes) within their learning setting" (p.171).

Moloeng (2009) defined qualitative research as a research procedure generating in descriptive data in the form of written or spoken words from people or object being observed. Thus, this case study is explored the strategies and challenges faced by a teacher in teaching English for Maritime to students of Nautical of Fishing Vessel program at SMKN 4 Banda Aceh.

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B. Research Location

The researcher conducted the research at a Vocational High School in Banda Aceh, SMKN 4 Banda Aceh. It is located in Jl.Sisingamangaraja No. 109, Kuta Alam district, Banda Aceh. This Vocational High School has an expertise program in the field of marine and shipping with competence in Nautical Fishing Vessel and Fishing Vessel Engineering.

The researcher chose this school after surveyed some Vocational High Schools in Banda Aceh and Aceh Besar, then the researcher found that this school has a specific English teaching that complied the criteria of ESP, named English for Maritime.

C. Research Subject

As this research aims to determine the strategies and challenges of teacher in teaching English at Maritime High School. The subject of this study was selected purposely, as stated by Creswell (2014)"the idea behind qualitative research is to purposefully select participants or sites or documents or visual material that will best help the researcher understand the problem and the research question" (p. 239). In this study, the subjects chose purposively as the Vocational High School has specified English learning, named English for Maritime.

The subject in this research was a teacher who teach English for Maritime and two 10th grade students majoring in Nautical Fishing Vessel program who learned English for Maritime. The two students selected to be subject are top 5 students in the classroom.

D. Source of Data

There were three sources of data in this research. The first source of data was the process of teaching-learning activities in the classroom. The second source of data was the English for Maritime teacher and the students as the object of interview. The third source data was written materials or tasks related to the problem of the research.

E. Technique of Data Collection

The techniques of data collection used by the researcher to get the data in this research is as follow:

1. Non-Participant Observation

Gay et al (2012) stated that observation is observing the participants that will be observed with the suppression to comprehend their natural environment without modifying and manipulating. Observing is a regular way to determine the current status of phenomena in observational study. In this study, the observation started before the interview and the document analysis was done.

The observation carried out in 10th grade class with Nautical of Fishing Vessel program to observe the teaching-learning process. Observation can be done with the participation of observer (observer as a participant) or without the participation of observer (observer is a non-participant) (Nasution, 2011). In this study, the researcher adapted non-participant observation. The researcher only focused on how the teacher teaches in the classroom and the students' responses

in the learning process. The researcher did not distract the teaching and students during the observation.

2. Interview

Sugiyono (2013) defined interview as an interaction of two people to change information and idea, out-coming in communication of meaning about a certain topic. In this study, the researcher chose semi-structured interview because it is flexible, allowing new questions to be brought up during the interview. Referring to Rahadi (2020), semi-structured interviews are in-depth interviews where the researcher has topics and questions to ask the resource person, but the questions are open and flow according to how the participants respond to each.

Since this study used a semi structured interview, it was necessary for the researcher to use an interview guideline. Gulo (2002) argued, "whatever the form of interview is used, it is necessary to prepare a list of questions in the form of an interview guide" (p. 82). The guideline helped the researcher to use an interview process so that the important data relating to the topic can be obtained. However, the questions may be developed in the process of the interview depends on the interviewees' answers. The researcher asked questions and recorded answers from the participant.

Interview with the teacher was conducted to obtain data about the strategies used in teaching English for Maritime, to find out the challenges in teaching English for Maritime and also to cross check the data that the researcher had obtained from the observation to ascertain that the data from the observation were valid. In addition, interview with the students were also conducted to obtain

information regarding to what extent students' understanding of the English for Maritime subject, also to explore how students learn the subject and their difficulties in learning the subject.

3. Documentation

In this study, the researcher also used documentation analysis to collect the data. The document is all communicable material (such as text, video, audio, etc) used to explain some attributes of an object, system or procedure (Arikunto, 2010). The documents that are used as data in this study were examination sheet, syllabus of English for Maritime, learning materials, etc. In qualitative research, personal and official documents are considerably essential because they could offer access in understanding the subject matter being studied (Bogdan & Biklen, 2007).

F. Data Analysis

Actually, in this study the process of analyzing data began when the researcher was collecting the data. When the data collection is done, the researcher then analyzed the data using interactive model based on Miles and Huberman (2014), where analysis of the data consists of three flows of activities that occur simultaneously. According to Miles and Huberman (2014), there are three steps in qualitative data analysis, namely: data reduction, data presentation/ data display, and conclusion drawing/ verification.

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1) Data reduction

Data reduction is a process of selecting, simplifying, and abstracting. Data obtained by the researcher in the field through interview and observation is reduced by summarizing, selecting which one is important or not, and focusing data with the objective of the study (Gunawan, 2014).

2) Data display

Data display is done after the data has been reduced or summarized. Data obtained from interview and observation are analyzed and arranged to be relevant so that it becomes information that can be concluded and has a certain meaning to achieve the research objectives. (Gunawan, 2014).

3) Conclusion drawing/ verification

Conclusion is the answer to the problem statement and research questions that have been stated by the researcher at the first chapter. Based on the data that has been reduced and presented, the researcher then concluded the findings and verified the data supported using strong evidence at the stage of data collection. The conclusion presented in the descriptive form of the research object based on the research study(Gunawan, 2014).

CHAPTER 4

FINDING AND DISCUSSION

In this chapter, the researcher presents findings and discussions related to the research question as mentioned in the first chapter. The findings of this research cover the teachers' strategies and challenges in teaching English for Maritime to students of Nautical Fishing Vessel program.

A. Findings

SMKN 4 Banda Aceh has two English subject, those are general English and maritime specific English learning. In this study, the researcher focuses on the specific English learning, named English for Maritime. This section explains the teachers' strategies and challenges in teaching English for Maritime to students of Nautical Fishing Vessel program. The data in this study are the result of observation, interviews and documentation.

1. Teachers' Strategies in Teaching English for Maritime

In the implementation of teaching English for Maritime, the teachers need a good planning that can help them to achieve the learning objectives. In this case, it is also very important to pay attention to the suitability of teaching content with the competencies to be measured. The needs of students of Nautical Fishing Vessel program in learning are stated in one of the competencies inSKKN (National Work Competency Standards) namely PTK.NP.02.012.01 *"performing various types of communication on the vessels"*. In addition, teacher also adjusted

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the students' need based on the basic competencies contained in the syllabus which refers to the IMOmodel courses. The teacher said:

> **"…,** the focus is on communication skills, right. All skills are equally emphasized, although reading and writing are not emphasized so much, but in their language and communication activities they must automatically be able to read and understand what they encounter."

Moreover, the teacher stated:

> "I follow the basic competencies that already exist. It will be adjusted to the needs and abilities of students. Students' needs for communication using English for Maritime have been covered in the existing basic competencies."

The researcher found that in planning the teaching, the teacher did not arrange the lesson plan document systematically. However, the teacher immediately shared the basic competencies for each meeting. The teacher adjusted the material based on students' needs in their specific area and also the ability of students. The material prepared by the teacher is taken from the online sources, several English for Maritime modules, and books for Vocational High School based on IMO model course.

Based on the observation and interview, the researcher found that there are some strategies used by the teacher in teaching English for Maritime to students of Nautical Fishing Vessel program:

1) **Using authentic learning/ contextual strategy**

Most of teaching strategy used by the teacher in teaching is done through contextual strategy. The material use is also related to the content that students often get when studying subjects related to their majors, but in the

English for Maritime class they discuss terms and sentences in maritime terms. In addition, teachers also use audio-visual media such as video and pictures. As the teacher said:

> "There are videos, pictures, charts related to shipping and marine affairs, but most importantly there is real-media"

Researcher also found that teachers taught English for Maritime in laboratory of nautical instrument at the school. Moreover, the teacher also took students directly to the port and boarded vessels for observation of both the vessels constructions and the systems, through authentic media like that the teacher expected students to easily understand the English for Maritime terms being studied. As the teacher mentioned:

> "…, So, I took them to *Lampulo* to see which ones are called hatches, aboard, etc. Last week, I took them on 10 vessels to observe the construction, so there must be a direct application in the real world."

2) Memorizing vocabulary

Based on the learning objectives of English for Maritime, the students of Nautical Fishing Vessel program are expected to be able to carry out various types of communication on the ship, students are required to enrich themselves with English for maritime terms or phrases. They must memorize the code and instruction or other form of communication at sea.

Student 1 stated:

> "The teacher usually asks us to pronounce, translate and memorize vocabulary or terms or sentences and carry out conversations as well."

Based on the results of interviews with students, the teacher applied the strategy of translating and memorizing vocabulary. Based on the observation, before starting the lesson, students were asked to review their vocabulary memorization to the teacher.

3) Utilizing dialogue and role play

The teacher also uses a role play strategy, usually in the form of a conversation between students. According to the teacher, this strategy is useful for sharpening students' memory and can also be an effective way to practice communication using English for Maritime terms and phrases that have been learned. As the teacher stated:

> "Yes, I emphasize students to have frequent conversations, practice…, This is important when they communicate on radio communications."

Student 1 also mentioned:

> "Practice in the laboratory, there are simulations of conversations between friends or being asked to explain the parts of the ship."

Moreover, student 2 also mentioned:

> "Do a conversation in pair, for example about asking for help, or an emergency situation.

From the results of these interviews, it can be concluded that most of the activities and strategies used by teachers are in the form of communicational practice due to the purpose of English for Maritime learning for students of Nautical Fishing Vessel program is to be able to carry out various communications on the vessels.

4) Motivating the students

Based on the results of the observation and interview, motivational strategies were also carried out considering the low level of attendance and student discipline. As the teacher explained:

> "…, I also often remind them about the world of work, especially the international area. If they want to serve on foreign ships, yes, they must master English, including English for Maritime which is more specific according to their field."

From the teacher's statement, it can be seen that the teacher used motivational strategies by linking the future career of students. The motivational strategies were also carried out considering the low level of attendance and student discipline. For this reason, the teacher implemented a motivational strategy to increase students' awareness and interest in learning English for Maritime.

In assessing students' progress, the teacher provided pre-test and post-test. Students were asked to translate words or sentences and to respond questions or statements in the communication system on board, as example "ADVICE. Do not overtake vessel ahead of you", and the example of respond is "I will not overtake vessel ahead of me". Another example, students were asked to read navigational positions, such as "Your position bearing 137 degrees from Barr Head light distance 2.4 nautical miles". The teacher mentioned:

> "In general, there are three criteria, right? Affective, cognitive and psycho-motor. But for me the most important thing is attitude. For the daily assessment, I usually make a pre-test and post-test. It can be in written or oral form. So, there I saw how far the students had mastered

the vocabulary and terms. I also saw students who actively ask and answer questions."

Based on the data gained from the observation and interviews, the researcher identified that the teacher assessed students' attitudes, knowledge and skills in each meeting.

According to the results of observations and interviews obtained, it can be concluded that the strategies in teaching English for Maritime in terms of preparation, the teacher directly determines the basic competencies and then prepares the material without a formal lesson plan format. As for the implementation, the teacher applies contextual learning or authentic learning for students of Nautical Fishing Vessel program, remembering vocabulary, dialogue and role play, also motivational strategies. In addition to assess students in the learning process the teacher conducts pre-test and post-test in oral and written form, assessments are also carried out individually or in pairs.

2. Teachers' Challenges in Teaching English for Maritime

Based on the observation and interview, the researcher found some challenges faced by the teacher in teaching English for Maritime. The challenges faced is from the teacher and the students.

a) Lack of students' ability in mastering the vocabulary of English forMaritime

Based on the interview, the researcher found that the teacher got a problem with students' lack ability to master the terms and phrases,

whereas the vocabulary is the focus of the English for Maritime learning. The students also tended to use general English terms rather than Maritime English terms, even though the terms used in maritime English are different from general English.As explained by the teacher:

> "…, they are still a bit difficult to remember terms or vocabulary, they are still often confused with general English, some students are also a bit difficult in pronunciation."

For instance, when you want to give a help signal, in the marine world it is better known as "MAYDAY", while in general English the term "Help" is usually used. Based on observations on the module used by the teacher, there are many more differences in terms and phrases obtained.

b) Lack of discipline and students' motivation

The lack of discipline and motivation of students in participating in learning at school is also one of the challenges for teachers. Students who rarely attend the class will lose a lot of learning material. This also makes the teacher difficult to assess them. As the teacher stated:

> "…, In addition, in terms of student attendance, it is also influential, some students often do not come to class for a long period of time, so there needs to be extra effort for me in teaching those who are left behind."

Moreover, the teacher also stated:

> "…, Sometimes, I should have delivered the new material, but I couldn't, because the students had not mastered it well, so I repeated the material from the previous basic competence. Therefore, to cover all existing basic competencies, it is not overtaken. So, my target is not achieved. But, my principles in teaching even though I teach a little, but they understand and there are results, that's important."

The teacher explained that lots of time is used to repeat the same material in each meeting, even though the teacher planned to start the next basic competence. So, it was not effective for teachers to achieve the learning objectives. However, the teacher revealed that he could not force students to master the material in one meeting. Based on the assessment carried out, student learning outcomes still need a lot of improvement. Most of the students are still not able to achieve the learning objectives well. As teacher stated:

> "Some are already good and most of them still need improvement. But this subject is well received by students."

c) Unsystematic and unformatted lesson plan

Based on the result of observation, interview, there was no formatted lesson plan for English for Maritime subject. This is as explained by the teacher:

> "I teach four other training courses and take care of the student internship process, so for this subject I don't have a lesson plan. But the existing syllabus and materials are quite focused."

So, the teacher only follows the basic competencies and does not formulate indicators in detail. This was explained by the teacher, because she did not have enough time to prepare the lesson plan. In addition, the teacher also revealed that it was difficult for her to design a lesson plan according to the proper format because she did not have a lesson plan reference of English for Maritime.

d) Teacher's educational background

Having an educational background as a non-English teacher become an internal challenge for the teacher. The teacher explained:

> **"**…, my educational background is not in English. So, I also have to learn the English for Maritime terms and phrases then how to pronounce it before teaching in the classroom. Maybe if someone has good English skills and has mastered the maritime field, that's even better."

The teacher did not refuse to become an English for Maritime teacher. The teacher explained that for the basic level and introduction to English for Maritime as taught at SMKN 4 Banda Aceh, it can still be taught because basically she mastered the vocational content in the Nautical Fishing Vessel program well. However, the teacher admitted that sometimes she still has problems with her English skills, because her background is not as an English teacher. The teacher still needs to improve mastery of English for Maritime terms and phrases as well as good pronunciation. However, based on the observation, the teacher's pronunciation was quite good, even though she did not master the structure and grammar well. The researcher also found that teachers also used English to communicate with the students. Such as "Okay class, now let's see this", "What is '*Haluan*' in English for Maritime terms?", "who can show me where is Keel?", "Ok, good job!", etc.

B. Discussion

Teaching and learning at Vocational High School is implemented according to the vocational context and is related to the professional area or work-

area. In learning English, there is specific English lesson related to students' vocational fields, named English for Specific Purposes (ESP). In this study, it is related to English for Maritime as the implementation of ESP in Nautical Science. The syllabus and material used is based on International Maritime Organization (IMO). There are some differences between general English and English for Maritime, the syllabus and material used is based on International Maritime Organization (IMO). Due to the differences, the teacher may use appropriate strategy to deliver materials and to teach the students contextually.

The research objectives as mentioned in the first chapter are to find out various strategies used by the teacher in teaching English for Maritime and to find out the challenges faced by the teacher in teaching English for Maritime. This discussion is based on the analysis of data that has been collected through observing the learning process in class, interviewing a teacher and two students of Nautical Fishing Vessel program, and also analysing some documentations such as learning materials, module of basic competencies, handouts, etc.

1. Teacher's Strategies in Teaching English for Maritime

Based on the research results, there were several strategies used in teaching English for Maritime to students of Nautical Fishing Vessel program. In the preparation of teaching the adapted the learning directly from the basic competencies based on IMO model course that provided by the school. In other words, there was no preparation in the form of formal and systematic learning plan. The materials used are books and modules of English for Maritime module based on IMO model course prepared by the teacher, moreover the teacher also

prepared several videos related to communication activities on the vessels. Based on the observation and analysis of teaching documents prepared by the teacher, it can be said that the material prepared is good, complete and relevance.

Then, in the implementation of teaching activities, one of the strategies used by teachers is contextual learning. According to Ahmed (2013) ESP usually focus on teaching contextual language rather than teaching general grammar and structures of language. Based on the observation and interview, the teacher carries out English for Maritime learning in the laboratory of nautical instrument. The goal is to provide a learning area with a supportive atmosphere and make students easier to master the material. This is in line with the learning competencies in the first semester which mostly discussed main parts of vessels, asking and giving personal data, crew roles and routines on vessels. Inside the laboratory there are many pictures and miniatures of vessels and some equipment of communication simulation. Those media are expected to be able to integrate the English for Maritime implementation well.

In addition, the teacher also takes students directly to the port for observation in real vessels as an authentic learning strategy. Miswar (2020) also stated that contextual strategy is done in an authentic context and a fun situation. The implementation of contextual learning is also in line with the characteristic of English for Specific Purpose as mentioned by Dudley-Evans and St John (1998), learning is designed to meet specific needs of the learners, the learning content taught is related to a particular area, occupation, and activities, in this case it is related to students of Nautical program.

The next strategy used by the teacher in teaching English for Maritime is increasing vocabulary by memorizing. In addition to contextual learning, the teacher asked students to remember the terms and phrases that have been obtained. Based on the observation, the researcher found that before starting the new material, the teacher repeated the previous lesson by asking students to mention the terms that the students had memorized. This strategy was applied because the English for Maritime learning focused on recognizing and understanding terms and phrases that students can use to communicate at sea. According to Andriani (2015), memorizing terminology will be useful and effective to be carried out in conjunction with the authentic context so that the students will easily absorb the knowledge.

According to the results of interview and observation, the English for Maritime teacher did not discuss structure and grammar, but only showed the meaning of each word due to the students are expected to have prior knowledge related to basic language use through learning general English subject. As stated by Andriani (2015), students who study English for Specific Purposes must take and master general English before learning ESP.

Furthermore, as explained by Basturkmen (2014) in the literature review, one of the teaching English for Specific Purpose goals is to develop learner's skills in language to perform the activities in the target situation. The teaching and learning should be concerned with what the learner is going to do toward the language they learn and what skills needed to present the language. Based on the results of the study, it can be seen that the teacher has implemented a strategy that

trains students' communication skills through role play and dialogue. Terms and phrases that have been mastered by students can be put into practice through this strategy.

Finally, the researcher found that teacher also applied motivational strategies to encourage students' interest in learning English for Maritime. The atmosphere in the classroom is not always conducive. Sometimes students who feel tired because they are just ready to practice in the laboratory or have just followed other lessons before, they tend to feel unmotivated to learn. In addition, motivational strategies also need to improve students' discipline in participating the learning. The strengthening of learning motivation is carried out by building awareness that English for Maritime would be beneficial for the students' future carrier as an expert in Nautical science.

It is important for teacher to know personal information about the students, the characteristics of students in the classroom, the abilities and shortcomings of students in learning, the needs and goals of students in learning the subject and understand the learning atmosphere to determine the appropriate learning strategy in order to build student motivation well (Soejidwo, 2019). Based on the observation, the teacher also built good communication with students as an effort to make students comfortable and willing to actively participate in class.

As for measuring student learning progress at each meeting, the teacher conducts pre-tests and post-tests, both oral and in written. The teacher assessed the student's performance through dialogue or role play, and examined students' vocabulary mastery. According to the teacher's explanation, students' mastery of

maritime terms is also monitored in other vocational subjects. In addition, students' knowledge of English for Maritime will be assessed when they take competency examination to obtain a competency certificate. Based on this explanation, it can be said that there is an authentic assessment, where the content of assessments involved authentic tasks that represent real-life problems of the knowledge domain assessed (Herdiawan, 2018). In this study, it is related to the particular competency that should be mastered by the students in the field of Nautical Fishing Vessel.

2. Teacher's Challenges in Teaching English for Maritime

In carrying out English for Maritime learning with various strategies applied, teachers also constrained by several things that affect the efficiency of achieving learning objectives. Based on the results obtained by the researchers, there are several things that become challenges for teachers in teaching English for Maritime to students of Nautical Fishing Vessel program.

First, lack of ability of students to remember English for Maritime terms and phrases. According to Andriani (2015), it can be influenced by the lack of knowledge of basic language use so they encounter problems in ESP which focus more on content. Although the result of interview mentioned that the students prefer to learn English for Maritime than general English, but the information obtained from interview and observation of learning activity in class show that students' abilities and learning outcomes are still low. Students assumed English for Maritime is easier because they only focus on vocabulary and they are not focused or required to learn grammar and language structures. In fact, good

proficiency in English language skills need to be good enough to combine with Standard Marine Communication Phrases to achieve consistent and clear communication at sea (Ahmed, 2013). Therefore, they need sufficient basic English language reinforcement, so that they are ready to learn specific English content.

Second, the obstacles faced by the teacher are lack of discipline and motivation of the students. Lack of students' discipline in participating the learning affects teacher effectiveness in achieving learning objectives. This is because the teacher must repeat the same material in several meetings to ensure that all students have mastered the material well. As a result, some other materials cannot be taught at the planned time. Maisari (2019) in her study stated that there was a significant influence between self-discipline towards students' learning achievement in English. Even though, teacher has used motivational strategy, other efforts are still needed such as: enforcing school's regulations related to discipline; giving punishment and rewards to students' disciplined behavior; inculcating disciplined awareness to students; role modeling disciplined behavior by teachers, and having support from parents as a form of cooperation with school to discipline students. As for helping some students who missed the lessons, teacher can provide individual assistance for students.

Then, the next challenges is teacher did not have systematic lesson plan because the teacher had difficulty in designing a lesson plan according to the required format because she did not has any reference of English for Maritime lesson plan. According to Susena et al (2016), several factors that cause

difficulties for teachers in preparing lesson plans are teacher's lack of understanding in learning preparation, lack of training in preparing lesson plan and lack of adequate time. The teacher mentioned that she was constrained by time because she also taught four other majors. For this reason, several efforts can be used to overcome these problems by understanding that learning plan is not only administrative fulfillment but as professional obligation, utilizing technology to dig up information related to the design of English for Maritime learning plan, facilitating training program to design good lesson plan for vocational high school teachers, conducting discussions with colleagues, in this case the vocational teacher who teaches English for Maritime can discuss and collaborate with the English teacher.

Last, the challenge is concern with the teacher. She has limitations in English, especially related to grammar and language structure. This is because the background of the teacher is not an English teacher, but she is a specialist teacher in the vocational field. The teacher argued that if a teacher masters English well and also masters specific content, it would be more appropriate to become an English for Maritime teacher. As Anthony (2011) stated, non-specialist ESP teachers is actually more appropriate to teach the specific English subject, the teacher perhaps is not an expert in a specialist area, but the teacher can build some awareness and feel for a particular vocational area.

Moreover, Bell (2002) stated that an ESP teacher can improve his knowledge and abilities in a particular field with a desire to know and want to learn more, conduct discussions and collaborate with subject specialist instructors

then ask feedback for their work from the subject specialist, these efforts would be better if programmed and carried out systematically by the school or related authority, besides that the teacher must also be confident in exploring the new subject matter.

CHAPTER 5
CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion based on the data analysis about the teacher's strategies and challenges in teaching English for Maritime. This chapter also provide recommendations for the students, teachers, schools, also other researchers.

A. Conclusion

Based on the findings and discussions in the previous chapter, the conclusions are presented as follows: the strategies used by the teacher in teaching English for Maritime to students of Nautical Fishing Vessel program include applying authentic learning/ contextual learning strategy, increasing vocabulary by observing objects and memorizing the terms, utilizing dialogue and role play, and also optimizing motivational strategy.

Then, in teaching English for Maritime to students of Nautical Fishing Vessel program, the teacher faced some challenges, such as lack of students' ability in mastering English for Maritime terms and phrases, lack of students' discipline and motivation, have no systematic and formatted lesson plan of English for Maritime subject, and the last challenge is the teacher's limitation in English due to her educational background is a non-English practitioner. The implementation of the strategies is still constrained some challenges from students and the teacher that affect the students' learning outcomes and the achievement of learning objective. There must be appropriate efforts to overcome these problems,

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so that the objective of teaching and learning English for Maritime are achieved well and effectively.

B. Recommendation

Based on the result of the study, the researcher offers several suggestions and recommendations that are expected to be beneficial. For the students, they should increase their motivation in learning English for Maritime, because this subject will be useful for their future in the nautical and maritime field. They also need to improve their general English skill, because a good integration between English for Maritime and general English is important.

For the teachers, they should evaluate the planning and implementation of learning activities regularly. Also, they should use more creative and fun learning strategies that can attract and motivate students and make the learning process more effective and efficient. Then, they should develop systematic lesson plan so that the implementation of learning strategies is more organized. In this case, the school should facilitate training program for preparation of English for Maritime lesson plan to the teachers. Moreover, based on the observation, the teacher's performance when teaching English for Maritime was not optimal due to some challenges faced, specially the teacher's educational background as a non-English instructor. Thus, the school is suggested to hire more appropriate teachers to optimize the teaching of English for Maritime.

For Department of English Language Education, researchers suggest to arrange, organize and equip students with courses related to English for Specific

Purposes. It is to prepare English department graduates to be able to teach English for contextual communication needs in certain professional area, for example the communication needs for students at Vocational High School with various skill programs.

For future researchers, the researcher hopes this research can be a reference in carrying out the same case as this research in a wider area and deeply. Therefore, the researcher recommends to study about need analysis of English for Maritime language skills for students to work on-boards ships.

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APPENDICES

Appendix A*Appointment Letter of Supervisor*

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-8590/UN.08/FTK/KP.07.6/05/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 April 2021

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Prof. Dr. T. Zulfikar, M.Ed — Sebagai Pembimbing Pertama
2. Syarifah Dahliana, M.Ag., M.Ed., Ph.D — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Yasmin Faradisa**
NIM	:	**170203095**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Teacher's Strategies and Challenges in Teaching English at Maritime High School**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 24 Mei 2021
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Appendix B ***Recommendation Letter from The FakultasTarbiyah dan Keguruan***

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-16217/Un.08/FTK.1/TL.00/10/2021
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

1. Kepala Kantor Dinas Pendidikan Kota Banda Aceh
2. Kepala Sekolah SMKN 4 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **YASMIN FARADISA / 170203095**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Aneuk Galong Titi, Kec. Sukamakmur, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Teacher's Strategies and Challenges in Teaching English at Maritime High School***

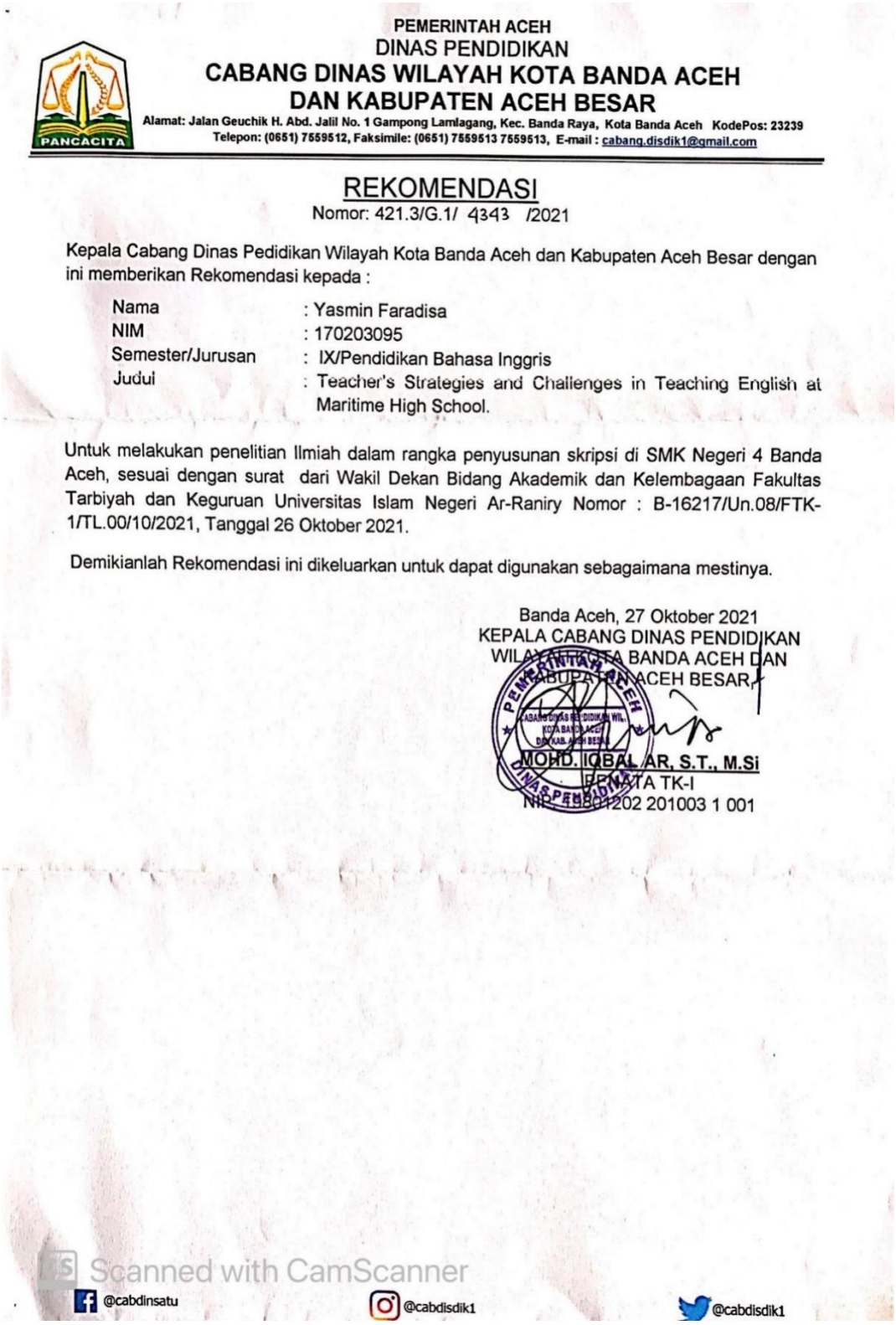
Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 Oktober 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 26 November 2021

Dr. M. Chalis, M.Ag.

Appendix C ***Recommendation Letter from Cabang Dinas Pendidikan Kota Banda Aceh dan Kabupaten Aceh Besar***



PEMERINTAH ACEH
DINAS PENDIDIKAN
CABANG DINAS WILAYAH KOTA BANDA ACEH
DAN KABUPATEN ACEH BESAR
Alamat: Jalan Geuchik H. Abd. Jalil No. 1 Gampong Lamlagang, Kec. Banda Raya, Kota Banda Aceh KodePos: 23239
Telepon: (0651) 7559512, Faksimile: (0651) 7559513 7559513, E-mail : cabang.disdik1@gmail.com

REKOMENDASI
Nomor: 421.3/G.1/ 4343 /2021

Kepala Cabang Dinas Pedidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan ini memberikan Rekomendasi kepada :

Nama	: Yasmin Faradisa
NIM	: 170203095
Semester/Jurusan	: IX/Pendidikan Bahasa Inggris
Judul	: Teacher's Strategies and Challenges in Teaching English at Maritime High School.

Untuk melakukan penelitian Ilmiah dalam rangka penyusunan skripsi di SMK Negeri 4 Banda Aceh, sesuai dengan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Nomor : B-16217/Un.08/FTK-1/TL.00/10/2021, Tanggal 26 Oktober 2021.

Demikianlah Rekomendasi ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Banda Aceh, 27 Oktober 2021
KEPALA CABANG DINAS PENDIDIKAN
WILAYAH KOTA BANDA ACEH DAN
KABUPATEN ACEH BESAR,

MOHD. IQBAL AR, S.T., M.Si
PEMBINA TK-I
NIP. 19804202 201003 1 001

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Appendix D ***Confirmation Letter from SMKN 4 Banda Aceh***

Scanned with CamScanner

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMK NEGERI 4 BANDA ACEH
JALAN SISINGAMANGARAJA NO. 109 TELP. (0651) 23867
E-mail : smknegeri4bandaaceh@gmail.com Website : www.smkn4bandaaceh.sch.id Kode POS : 23123

SURAT KETERANGAN
Nomor: 420/324 /2020

Yang bertanda tangan di bawah ini Kepala SMKN 4 Banda Aceh menerangkan bahwa:

Nama	: **YASMIN FARADISA**
NIM	: 170203095
Semester/Jurusan	: IX / Pendidikan Bahasa Inggris
Jenjang	: S-1
Alamat Sekarang	:Gampong Aneuk Galong Titi, Kec. Sukamakmur, Kab. Aceh Besar

Telah melaksanakan Penelitian dan Pengumpulan Data di SMKN 4 Banda Aceh dalam rangka memenuhi syarat akademik pada Fakultas Tarbiyah dan Keguruan untuk keperluan pembuatan Skripsi dengan judul ***"Teacher's Strategies and Challenges in Teaching Engglish at Maritime High School"***.

Penelitian dan pengumpulan data tersebut dilaksanakan dari tanggal : 1 November s/d 12 November 2021.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 12 November 2021
Kepala,

Yasni Mariaya, S.Pd
NIP. 19640209 198903 1 005

Appendix E Interview Guideline for Teacher

INTERVIEW GUIDELINE FOR TEACHER

This research instrument is used to get information about the teacher's strategies and challenges in teaching English at a Vocational High School, where in this study it refers to a Maritime High School, SMKN 4 Banda Aceh. This interview guideline will be used to interview an English for Maritime teacher.

Teacher :
Date :
Time :
Place :

No	The Guidelines of the Interview Question
1	What do you think about the existence of English for Maritime and its significance for Nautical students?
2	In your opinion, what is the difference between English for Maritime and General English?
3	Can you describe how the curriculum and syllabus are applied to the implementation of English for Maritime in SMKN 4 Banda Aceh?
4	How do you determine students' needs in order to achieve the learning objectives in planning the lesson?
5	How do you design your lesson plan?
6	How do you provide material of English for Maritime? Do you provide additional material that is not part of the syllabus to help the students learn English?
7	What kind of media you use to support the teaching process?
8	What strategies or methods do you use in teaching English for Maritime? Why did you use those?
9	Do you give the students the opportunities to practice their skill in English for Maritime? How did you do that?
10	In your opinion, to what extent do the strategies you use can help you in teaching English for Maritime and achieving the learning goal?
11	How do you assess your students? What criteria do you use in assessing the students?
12	So far, how is the students' learning outcome in English for Maritime Subject?
13	Do you monitor the progress of the students related to the material of English for Maritime that has been taught outside the classroom?
14	How is your students' interest in learning English for Maritime? Are they enthusiast during the learning process?
15	During the teaching-leaning process, what were the challenges you faced in teaching English for Maritime? (Whether, due to the teacher, students, facilities, etc)
16	How do you overcome the challenges in the teaching process?
17	What would you do to student who does not like English for Maritime subject? How do you attract and motivate your student in learning English for Maritime?

Appendix F*Interview Guideline for Student*

INTERVIEW GUIDELINE FOR STUDENT

This research instrument is used to get information about the teacher's strategies and challenges in teaching English at a Vocational High School, where in this study it refers to a Maritime High School, SMKN 4 Banda Aceh. This interview guideline will be used to interview tenth grade students majoring in Nautical Fishing Vessel who learn English for Maritime.

Student :
Class :
Date :
Time :
Place :

No	The Guidelines of the Interview Question
1	What do you think about the existence of English for Maritime and its significance for Nautical students?
2	In your opinion, what is the difference between English for Maritime and General English?
4	How does the teacher deliver English for Maritime material in the classroom?
5	Where do the learning materials used by the teacher come from?
6	Does your teacher use media in teaching? What media?
7	How are the activities used by the teacher to train the skills of English for Maritime?
8	Does the teaching strategy applied by the teacher make it easier for you to understand and master English for Maritime?
9	How does the teacher asses your progress in learning English for Maritime?
10	In your opinion, how are your learning outcomes and abilities in English for specific?
12	What is the motivation that make you interested in learning English for Maritime?
13	What obstacles did you get when learning English for Maritime?
15	What do you expect from a teacher who teaches English for Maritime?

Appendix G *Teacher's Interview Transcript*

Interview Transcript

Initial : US (Teacher)
Date : Thursday, November 9th 2021
Time : 11.00-11.30
Place : Laboratory of TKPI

Researcher	**:What do you think about the existence of English for Maritime and its significance for Nautical students?**
Teacher	**:** This is one of the training subjects in the field of fisheries, so this is obviously very important because it relates to the practice they will do at sea. Especially if they practice on foreign ships, all of them use maritime English. That's why in school's curriculum there is English for Maritime.
Researcher	**: So, there is a possibility to do an internship on an overseas ship?**
Teacher	**:** Definitely yes, like Japan and Germany. But most of the crew from Indonesia boarded Japanese ships, therefore it was also important for them to know foreign languages such as Japanese and German, but most importantly they at least mastered English.
Researcher	**: In your opinion, what is the difference between English for Maritime and General English?**
Teacher	**:** Yes, it is clearly different, from core competencies and basic competencies, they are already different. Actually, the structure of the language is the same as regular English, only the vocabulary and terms used at sea are different, for example "tolongsaya" when we are at sea is not "help me" but in English for Maritime it is "mayday". It's an international language, applicable on any ship. For example, when they will use radio communication, the spelling of the letters will have a certain code.
Researcher	**: Can you describe how the curriculum and syllabus are applied to the implementation of English for Maritime in SMKN 4 Banda Aceh?**
Teacher	**:** The curriculum used is K-13. While, the syllabus used is refers to the IMO model course and is formulated into core competencies and basic competencies for the SMK level.
Researcher	**: What is the focus of the skills or abilities that students learn? Are the four Language skills equally emphasized?**
Teacher	**:** Of course, the focus is on communication skills, right. All skills are equally emphasized, although reading and writing are not emphasized so much, but in their language and communication activities they must automatically be able to read and understand what they encounter.
Researcher	**: How do you determine students' needs in order to achieve the learning objectives in planning the lesson?**
Teacher	**:** I follow the basic competencies that already exist. It will be adjusted to the needs and abilities of students. Students' needs for communication using English for Maritime have been covered in the existing basic competencies.

Researcher **: How do you design your lesson plan?**

Teacher **:** "I teach four other training courses and take care of the student internship process, so for this subject I don't have a lesson plan. But the existing syllabus and materials are quite focused."

Researcher **: How do you provide material of English for Maritime? Do you provide additional material that is not part of the syllabus to help the students learn English?**

Teacher **:** Most of the material I took from the internet, but still refers to KI and KD and based on IMO. Because at the Vocational High School level, we are still learning the basics. At least they already know the terms of the world of shipping and marine in English for Maritime.

Researcher **: What kind of media you use to support the teaching process?**

Teacher **:** There are videos, pictures, charts related to shipping and marine affairs, but most importantly there is real-media. So, I took them to Lampulo to see which ones are called hatches, aboard, etc. Last week, I took them on 10 vessels to observe the construction, so there must be a direct application in the real world.

Researcher **: What strategies or methods do you use in teaching English for Maritime? Why did you use those?**

Teacher **:** In teaching there must be a relationship between theory and practice, right? So, we combine the two. Because it is not permissible for vocational school students to only imagine based on theory in classroom, so the strategy is to have direct application to the ship or the industrial world, like I took them to the ship directly and did a simulation using maritime English. But if it's still theory in the classroom, I usually explain the material first while building students' enthusiasm for learning, if the atmosphere looks ready to learn, then we start by looking for the meaning of the vocabulary and maritime terms then students write and remember it, if there are examples of conversations, I will ask students to practice it in-pair. 70% of high school students have to go into the field or practice, 30% are theory, because theory is also required to support practice, if it is not supported by theory, they also have no knowledge in the field.

Researcher **: Do you give the students the opportunities to practice their skill in English for Maritime? How did you do that?**

Teacher **:** Yes, I emphasize students to have frequent conversations, practice. Last week, I asked them to do spelling code A-Z using their own name until it runs smoothly. This is important when they communicate on radio communications.

Researcher **: In your opinion, to what extent do the strategies you use can help you in teaching English for Maritime and achieving the learning goal?**

Teacher **:** Yes, it's actually greatly influenced by the student's ability as well. Sometimes I should have delivered the new material, but I couldn't, because the students had not mastered it well, so I repeated the material from the previous basic competence. Therefore, to cover all existing basic competencies, it is not overtaken. So, my target is not achieved. But, my principles in teaching even though I teach a little, but they understand and there are results, that's important.

Researcher **: How do you assess your students? What criteria do you use in assessing the students?**

Teacher **:** In general, there are three criteria, right? Affective, cognitive and psychomotor. But for me the most important thing is attitude. For the daily assessment, I usually make a pre-test and post-test. It can be in written or oral form. So, there I

saw how far the students had mastered the vocabulary and terms. I also saw students who actively ask and answer questions.

Researcher **: So far, how is the students' learning outcome in English for Maritime Subject?**

Teacher **:** As for the results, some are already good and most of them still need improvement. But this subject is well received by students.

Researcher **: Do you monitor the progress of the students related to the material of English for Maritime that has been taught outside the classroom?**

Teacher **:** Yes, the terms or vocabulary will be discussed again in their major's subject or when they are in the laboratory of instrument. In the subject of majors, I also emphasize them to use terms that are in maritime English. Well, besides that, if they practice on foreign ships, there will be points that assess the ability and the use of maritime English. But if in local ships that are still traditional, there may be no assessment, but they still need to master maritime English, because navigational tools, radar, fish-finder, GPS are still in maritime English terms.

Researcher **: How is your students' interest in learning English for Maritime? Are they enthusiast during the learning process?**

Teacher **:** Yes, they are quite interested and like it, maybe because there is an immediate application in the field. Although sometimes it is difficult to remember what has been learned, but quite active in class.

Researcher **: During the teaching-leaning process, what were the challenges you faced in teaching English for Maritime? (Whether, due to the teacher, students, facilities, etc).**

Teacher **:** Maybe the students, as I said before, they are still a bit difficult to remember terms or vocabulary, they are still often confused with general English, some students are also a bit difficult in pronunciation, they need habituation and practice. In addition, in terms of student attendance, it is also influential, some students often do not come to class for a long period of time, so there needs to be extra effort for me in teaching those who are left behind. As for myself, I might have to keep learning too. Because my educational background is not in English. So, I also have to learn the English for Maritime terms and phrases then how to pronounce it before teaching in the classroom. Maybe if someone has good English skills and has mastered the maritime field, that's even better.

Researcher **: How do you overcome the challenges in the teaching process?**

Teacher **:** To train students' abilities, perhaps by routinely giving assignments and skills training. Familiarize students to distinguish the terms English for Maritime and regular English. So, it must be asked often and repeated.

Researcher **: What would you do to student who does not like English for Maritime subject? How do you attract and motivate your student in learning English for Maritime?**

Teacher **:** Encouraging them to practice, I also often remind them about the world of work, especially the international area. If they want to serve on foreign ships, yes, they must master English, including English for Maritime which is more specific according to their field.

Appendix H *Student's Interview Transcript*

Interview Transcript

Initial : AMR (Student 1)
Date : Thursday, November 10th 2021
Time : 10.30-11.15
Place : Class X of NKPI

Researcher	**:What do you think about the existence of English for Maritime and its significance for Nautical students?**
Student 1	**:** Learning English for Maritime is good and important for us. Important because it can help communicate with the sailors on board
Researcher	**: In your opinion, what is the difference between English for Maritime and General English?**
Student 1	**:** In maritime English, it doesn't focus on tenses and others. Just vocabulary, maritime special terms. Maritime English is easier because the sentences are not too long and does not really focus on grammar.
Researcher	**: How does the teacher deliver English for Maritime material in the classroom?**
Student 1	**:** The teacher usually asks us to read and memorize vocabulary or terms or sentences and carry out conversations as well.
Researcher	**: Where do the learning materials used by the teacher come from?**
Student 1	**:** The material provided by the teacher. No handbook for us.
Researcher	**: Does your teacher use media in teaching? What media?**
Student 1	**:** There are usually videos that explain the ship's parts, conversations on board, there are pictures too.
Researcher	**: How are the activities used by the teacher to train the skills of English for Maritime?**
Student 1	**:** Practice in the laboratory, there are simulations of conversations between friends or being asked to explain the parts of the ship.
Researcher	**: Does the teaching strategy applied by the teacher make it easier for you to understand and master English for Maritime?**
Student 1	**:** Her teaching was quite easy to understand. The explanation is also slow.
Researcher	**: How does the teacher asses your progress in learning English for Maritime?**
Student 1	**:** It is assessed from practice and assignment.
Researcher	**: In your opinion, how are your learning outcomes and abilities in English for specific?**
Student 1	**:** Still need to be improved.
Researcher	**:What is the motivation that make you interested in learning English for Maritime?**
Student 1	**:** I like to study English. Then compared to general English, maritime English is easier for me and is often used in practice. If I can do an internship on a foreign ship, I already have a little previous knowledge about communication based on English for maritime.
Researcher	**: What obstacles did you get when learning English for Maritime?**
Student 1	**:** It's hard to remember the vocabulary**.**

Interview Transcript

Initial : AT (Student 2)
Date : Thursday, November 10th 2021
Time : 11.30-12.00
Place : Class X of NKPI

Researcher	**: What do you think about the existence of English for Maritime and its significance for Nautical students?**
Student 2	**:** This lesson is important for us to be able to communicate on the vessel.
Researcher	: **In your opinion, what is the difference between English for Maritime and General English?**
Student 2	: Maritime English is easier than general English, because in general English I have to learn tense, such as past tense, past continuous, etc.
Researcher	**: How does the teacher deliver English for Maritime material in the classroom?**
Student 2	**:** Translating, pronounce the words, conversation with friends.
Researcher	**: Where do the learning materials used by the teacher come from?**
Student 2	**:** The material is given by the teacher.
Researcher	**: Does your teacher use media in teaching? What media?**
Student 2	**:**Pictures, videos from YouTube, then there is a schematic of the vessel in the laboratory. Or directly taken to *Lampulo* to observe the real vessel.
Researcher	**:How are the activities used by the teacher to train the skills of English for Maritime?**
Student 2	**:**Do a conversation in pair, for example about asking for help, or an emergency situation.
Researcher	**: Does the teaching strategy applied by the teacher make it easier for you to understand and master English for Maritime?**
Student 2	**:** Pretty easy to understand. If there is a problem, the teacher usually explains it to us right away.
Researcher	**:How does the teacher asses your progress in learning English for Maritime?**
Student 2	**:**There are exercises or the teacher ask to translate the terms from Indonesian to English for maritime or vice versa.
Researcher	**:In your opinion, how are your learning outcomes and abilities in English for specific?**
Student 2	**:** Alhamdulillah, it's good enough.
Researcher	**: What is the motivation that make you interested in learning English for Maritime?**
Student 2	**:** It is as a preparation. When I do an internship or sail abroad, I already have basic knowledge and skills of maritime communication.
Researcher	**: What obstacles did you get when learning English for Maritime?**
Student 2	**:** I have a little trouble in remembering vocabulary, sometimes my motivation to study is a bit lacking.

Appendix I *Observational Field Note*

OBSERVATIONAL FIELD NOTE

Observer : Yasmin Faradisa **Place : Lab. of NKPI**

Teacher : US **Date : 4/ 11/ 2021**

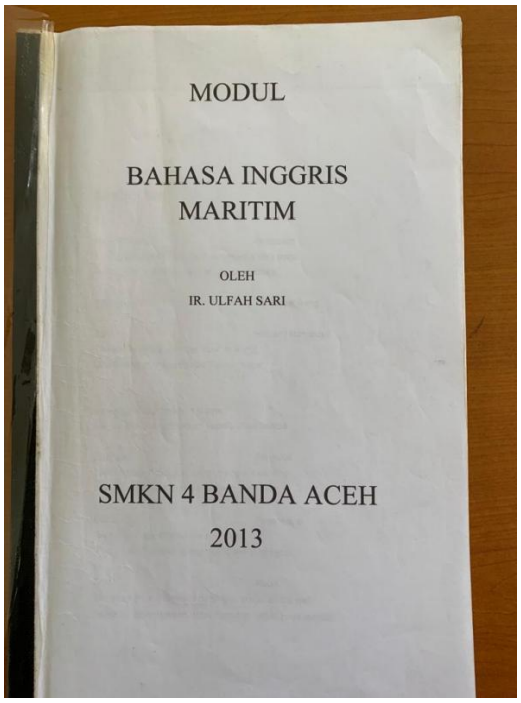
Topic : Constructions **Time : 9.30-10.30**

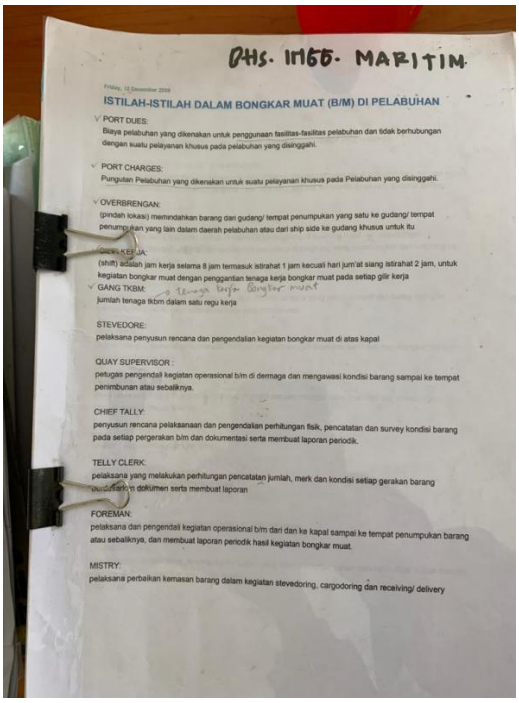
No	Observation Aspects	Notes
1	**Class opening**	• Check the students' attendance list (most of the students are absent) • Review the previous materials (orally)
2	**Core teaching**	• Teacher asked students to draw vessel. Then, asked students to name each part of vessel. • Teachers asked students to work on choice questions related to vessel's construction terms.
3	**Class closing**	• Teacher motivates the students to always attend the classroom, to enrich their vocabulary • Teacher asked the students to continue the exercise at home • Teacher asked the students to prepare and memorize vocabulary for next meeting
4	**Curriculum/ Syllabus**	• Curriculum used is K-13 • Syllabus adapted from IMO model course
5	**Teaching strategies** • Presenting tasks/ material • Organizing practice • Teaching techniques	• The teacher delivered material by using media that usually found in laboratory by the students. • The teacher drilled the students' vocabulary by asking students to pronounce and translate terms and phrases. • The teacher asked all students to draw and name the construction of vessel in their notebook, so most of students are focused on their task.
6	**Materials**	• The learning topic is vessels' constructions. Teacher used module, but the students didn't have any text-book or module, they just got handout given by teacher
7	**Content knowledge & Relevance**	• The content of material taught is related and relevance to the topic and the specific criteria based on the major.
8	**Media**	• White-board and board-marker, vessel pictures

9	**Students' participation**	• The students' participation was quite active. Some students are asked to draw vessel's constructions, then some other students are asked to name each part of the vessel in English Maritime term.
10	**Assessment/ Evaluation**	• The teacher gave post-test orally to each student by asking the terms they have remembered, then make it into a simple sentence. The teacher also assessed students based on their score in answering choice question.
11	**Classroom management**	• Teacher organized students because there are not many students in the class, so the teacher monitored the students easily.
12	**Use of language** • **Teacher** • **Students**	• The language of instruction used by teacher and student is Bahasa Indonesia. • The teacher tried to use some words or sentences in English. Example: Open your book, good job, now let's see this, etc.
13	**Other considerations**	• The teacher didn't make lesson plan, so she just taught the students based on the basic competencies.

Appendix J *Classroom Observation*

Appendix K *Material of English for Maritime*

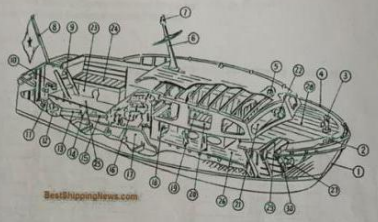




Akbar 1Lh

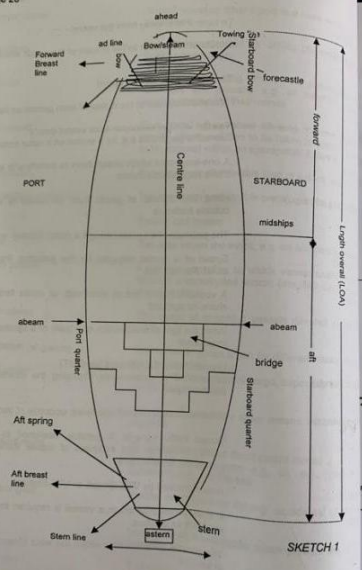
c. Speaking

Listen and Repeat the words that is pronunced by the teacher! The words are coming from the ship vocabularies based on the picture below.



√1. Stern = Buritan	√11. Rudder = kemudi	√21. Steering seat	√31. Bottom frame
2. Fair-lead	√12. Propeller = Baling	22. Steering wheel	32. Longitudinal girder
3. Cross bitt	13. Boss timber	√23. Fuel oil tank	33. Bracket
4. Hand rail	14. Stuffing box	√24. Bench	34. Keel = lambung ke
5. Bi-colored light	√15. Propeller shaft	25. Cockpit	√35. Planking
√6. Mast = Tiang Kapal	√16. Main engine	√26. Cabin	√36. Seam batten
7. Mast head light	17. Engine bed	27. Store	√37. Bracket for frame or gusset
8. Ensign staff	18. Locker	√28. Deck	√38. Chine member
9. Step	19. Sofa	√29. Beam	√39. Gunwale = Bibir
10. Quadrant	√20. Folding table	√30. Frame	√40. Beam bracket

15. Baling² Poros 31
16. mesin utama 35
20. me fa lipat 36
21. Kursi kemudi 37
23. Tangki Bahan Bakar 38
24. Pangku



SKETCH 1

PERPUSTAKAAN SMK N 4
KOTA BANDA ACEH
NO: IN ;

ANNEX

DRAFT IMO STANDARD MARINE COMMUNICATION PHRASES

CONTENTS

FOREWORD (to be developed)

PART I – GENERAL (√ mum)

1. Procedure √ prosedur
2. Spelling √ ejaan
3. Message Markers √ penanda pesan
4. Responses √ Tanggapan
5. Distress/Urgency/Safety Signals / Kesulitan / Keadaan yg mendesak
6. Standard Organizational phrases
7. Corrections
8. Readiness
9. Repetition – pengulangan
10. Numbers √
11. Positions √
12. Bearings √
13. Courses
14. Distances
15. Speed
16. Time
17. Geographical Names
18. Ambiguous words

PART II – GLOSSARY

PART III – EXTERNAL COMMUNICATION PHRASES

1. Distress Communications

1.1. Distress message involving

1.1.1. fire, explosion
1.1.2. flooding
1.1.3. collision
1.1.4. grounding
1.1.5. list, danger of capsizing
1.1.6. sinking
1.1.7. disable and adrift
1.1.8. armed attack/piracy
1.1.9. undesignated distress
1.1.10. abandoning vessel

1.2. Search and rescue communications

1.2.1. distress/urgency messages (specifying or supplementary to 1.1)
1.2.2. acknowledgement and/or relay of SAR-messages
1.2.3. performing/ co – ordinating SAR – Operations
1.2.4. finishing with SAR-operations

1.3. Person Overboard

1.4. Requesting medical assistance

2. Urgency Communications

2.1. Safety of a vessel, aircraft or other vehicle (other than distress) involving

2.1.1. engines and equipment
2.1.2. cargo
2.1.3. ice damage

3. Safety Communications

3.1. Warnings involving meteorological and hydrological conditions

3.1.1. winds, storms, tropical storms; sea state
3.1.2. restricted visibility (due to mist/ fog, precipitation)

PART 1 – GENERAL

1. Procedures

When is necessary to indicate the SMCP are to be used, the following message maybe sent:
" Please use Standard Marine Communication Phrases"
" I will use Standard Marine Communication Phrases"

2. Spelling

When in external communications spelling is necessary, only the following spelling table should be used:

Letter	Code	Letter	Code
A	Alfa	N	November
B	Bravo	O	Oscar
C	Charlie	P	Papa
D	Delta	Q	Quebec
E	Echo	R	Romeo
F	Foxtrot	S	Sierra
G	Golf	T	Tango
H	Hotel	U	Uniform
I	India	V	Victor
J	Juliet	W	Whisky
K	Kilo	X	X-ray
L	Lima	Y	Yankee
M	Mike	Z	Zulu

Figure	Code Word
0	Nadazero
1	Unaone
2	Bissotwo
3	Terrathree
4	Kartefour
5	Pantafive
6	Soxisix
7	Setteseven
8	Oktoeight
9	Novenine
Full stop	Stop
Decimal	Decimal
Point	

3. Message Markers

In shore - to - ship and ship – to – shore communication or radio communication in general the following eight Massage Markers may be used (also see **"Application of Message Markers"** given in section " Vessel Traffic Services (VTS) Standard Phrases" of PART III) :

(i) Instruction
(ii) Advice
(iii) Warning
(iv) Information
(v) Question
(vi) Answer
(vii) Request
(viii) Intention

CONSTRUCTION

Accomodation — Akomodasi
The "accomodation" on the new vessel is very good
"Akomodasi" dikapal yang baru itu sangat baik

After peak tank — Tangki belakang

Bow — Haluan / Menunduk
The waves broke over the "bow" of a ship
Gelombang memecah pada "haluan" kapal

Let us "bow" our heads in prayer
Marilah kita "menundukkan" kepala untuk berdoa

Bulkhead — Penyekat
The "bulkhead" in the store rooms needs painting
Dinding "penyekat" didalam gudang perlu dicat

Bulkwark — Pagar kapal
"Bulkwarks" are fitted in the ship sides
"Pagar kapal" dipasang sepanjang samping kapal

Crack — Retak
The seaman is ordered to patch the "crack" on the wall
Pelaut itu diperintahkan untuk menutup "retak" pada tembok

Good/four — with signal strength four — (i.e. good)
Excellent/five — with signal strength five — (i.e. very good)

6.2. When it is advisable to remain on VHF channel/frequency say:
"Stand by on VHF channel..../frequency...."

6.2.1 When it is accepted to remain the VHF channel/frequency indicated, say:
" Standing by on VHF channel..."/frequency...",

6.3. When it is advisable to change to another VHF channel/frequency, say:
"Advise (you) change to VHF channel.../frequency....",
"Advice (you) try VHF channel.../frequency..."

6.3.1. When the changing of a VHF channel/frequency is accepted, say:
" Changing to VHF channel .../frequency ...."

7. Corrections

When a mistake is made in a message, say:
" Mistake ...." – followed by the word:
" Correction ..." plus the corrected part of the message.

Example: "My present speed 14 knots – mistake.
Correction, my present speed 12, one-two, knots"

8. Readiness

"I am /I am not ready to receive your message

9. Repetition

9.1 If any part of the message are considered sufficiently important to need safeguarding, say:
"Repeat ...." – followed by the corresponding part of the message.

Example : " My draft 12.6 repeat one – two decimal 6 metres."
" Do not overtake – repeat – do not overtake."

9.2 When a message is not properly heard, Say:
" Say again (please)."

4. Responses

4.1. When the answer to a question is the affirmative, say:
" Yes, ..." – followed by the appropriate phrase in full.

4.2. When the answer to a question is in negative, say:
"No, ..." – followed by the appropriate phrase in full.

4.3. When the information requested is not immediately available, say:
"Stand by" – followed by the time interval within which the information available.

4.4. When the information requested cannot be obtained, say:
"No information"

4.5. When the INSTRUCTION (e.g. by a VTS-Station, Naval vessel or other authorized personnel) or an ADVICE is given, respond if the affirmative:
"I will / can ..." – followed by the instruction or advice in full; and, if in the negative respond:
"I will not/ cannot ..." – followed by the instruction or advice in full.

Example : "ADVICE. Do not overtake vessel ahead of you."
Respond : "I will not overtake vessel ahead of me"

The responses to order of special importance, however, are given in wording phrases concerned

5. Distress, urgency and safety signals

5.1 MAYDAY — is to be used to announce a distress message
5.2 PAN-PAN — is to be used to announce an urgency message
5.3 SECURITE — is to be used to announce a safety message

6. Standard organizational phrases (see also section 4 of " SEASP Reference Manual")

6.1 "How do you read?"

6.1.1 " I read you ....

Bad/one — with signal strength one — (i.e. barely perceptible)
Poor/two — with signal strength two — (i.e. weak)
Fair/three — with signal strength three — (i.e. fairly good)

10 Numbers

Numbers are to spoken in separate digits:
" One-five- zero" for 150
" Two decimal five" for 2.5

Note: Attention! When rudder angles e.g. in wheel orders are given, say:
" Fifteen" for 15 or
"Twenty" for 20 ect.

11. Positions

11.1. When latitude and longitude are used, these shall be expressed in degrees and (and decimal of a minute in necessary), north or south of the Equator and east or Greenwich.

Example: "WARNING. Dangerous wreck in position 15 degrees 34 minute north 61 degrees 29 minutes west"

11.2. When the position related to a mark, the mark shall be a well-defined charted obje bearing shall be in the 360 degrees notation from true north and shall be tha position FROM the mark.

Example: " Your position bearing 137 degrees from Barr Head ligh distance 2.4 nautical miles."

12. Bearings

The bearing of the mark or vessel concerned, is the bearing in the 360 degree n from north (true north unless otherwise stated), exept in the case of relative be Bearings may be either FROM the mark FROM the vessel.

Examples: "Pilot boat bearing 215 degrees from you."

Note: Vessels reporting their position should always quote their bearing the mark, as described in paragraph 11.2 of this chapter.

13. Courses

Always to be expressed in 360 degree notation from north (true north unless otherwise stated.)
Whether this is to **TO** or **FROM** a mark can be stated.

14. Distances

Preferably to be expressed in nautical miles or cables (Tenths of a mile) otherwise in kilometers or meters the unit always to be stated.

15. Speed

To be expressed in knots:

15.1. Without further notation meaning speed through the water; or,
15.2. " ground speed" meaning speed over the ground.

16. Time

Times should be expressed in the 24 hour notation indicating whether UTC, zone time or local time is being used.

17. Geographical Names

Place names used should be those on the chart or sailing directions in use.
Should these not be understood, latitude and longitude should be given.

Mata Pelajaran : Bahasa Inggris Maritim *(Maritime English)*
Jam Pelajaran : 72 JP (@45 menit)

KOMPETENSI DASAR	KOMPETENSI DASAR
3.1 *Understand identifies and names of the main parts of a passenger vessel In speech and writing*	4.1 *Apply identifies and names of the main parts of a passenger vessel in speech and writing*
3.2 *Understand asks for and gives personal data*	4.2 *Apply ask for and gives personal data*
3.3 *Describes crew roles and routine s on board passenger vessels*	4.3 *Apply crew roles and routines on board passenger vessels*
3.4 *Describes job responsibilities on board*	4.4 *Apply job responsibilities on board*
3.5 *Understand considers instructions on board ship*	4.5 *Apply considers instructions on board ship*
3.6 *Understand trainees will role play the various drills on board ships*	4.6 *Apply trainees will role-play the various drills on board ships*
3.7 *Understand discusses human behaviour in emergencies*	4.7 *Apply discusses human behaviour in emergencies*
3.8 *Apply practises the communication related to crowd and crisis management in an emergency situation*	4.8 *Demonstrate practises the communication related to crowd and crisis management in an emergency situation*

AUTOBIOGRAPHY

1. Personal Information

Name	: Yasmin Faradisa
Place/ Date of Birth	: Aneuk Galong Titi/ 9th June 1999
Sex	: Female
Nationality	: Indonesia
Address	: Aneuk Galong Titi, Kec. Sukamakmur, Kab. Aceh Besar
Marital Status	: Single
Contact Number	: 0852 7755 0851
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2. Parents

a.	Father	: Marbawi (Alm)
	Occupation	: -
	Address	: -
b.	Mother	: Amrina
	Occupation	: PNS
	Address	: Aneuk Galong Titi, Kec. Sukamakmur, Kab. Aceh Besar

3. Background of Education

2005-2011	: MIN 39 Aceh Besar
2011-2014	: MTsN 2 Banda Aceh
2014-2017	: SMK-SMTI Banda Aceh
2017-Current	: UIN Ar-Raniry Banda Aceh